



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee
FROM: John L. D'Agati *John L. D'Agati*
SUBJECT: Revisions to Charters Authorized by the Board of Regents
DATE: January 30, 2020
AUTHORIZATION(S): *Sharon L. Tabor*

SUMMARY

Issue for Decision

Should the Regents approve the proposed revisions to the charters of the following schools authorized by the Board of Regents?

- 1. Global Community Charter School**
- 2. Growing Up Green Charter School II**

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will be before the Board of Regents P-12 Education Committee and the Full Board for action at the February 2020 Regents meeting.

Procedural History

The New York State Education Department (the Department) is making recommendations to the Board of Regents for approval and issuance of charter revisions as required by Article 56 of the Education Law.

Background Information

The Department recommends that the Board of Regents amend the charters of Global Community Charter School and Growing Up Green Charter School II. Information about the revision requests is provided below.

Related Regents Items

Global Community Charter School

[September 2011 Initial Charter](http://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/September2011/911p12a1.2.pdf)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/September2011/911p12a1.2.pdf>)

[January 2017 First Renewal](http://www.regents.nysed.gov/common/regents/files/117p12a2.pdf)

(<http://www.regents.nysed.gov/common/regents/files/117p12a2.pdf>)

[April 2019 Second Renewal](http://www.regents.nysed.gov/common/regents/files/419p12a1.pdf)

(<http://www.regents.nysed.gov/common/regents/files/419p12a1.pdf>)

Growing Up Green Charter School II

[December 2015 Initial Charter](http://www.regents.nysed.gov/common/regents/files/1215p12a3.pdf)

(<http://www.regents.nysed.gov/common/regents/files/1215p12a3.pdf>)

Recommendations

It is recommended that the Board of Regents take the following action:

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revisions for **Global Community Charter School** and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revisions for **Growing Up Green Charter School II** and amends the provisional charters accordingly.

Timetable for Implementation

The Regents action for **Global Community Charter School** will become effective immediately.

The Regents action for **Growing Up Green Charter School II** will become effective immediately.

Global Community Charter School

Table 1: School Summary

Name of Charter School	Global Community Charter School
Board Chair	James Zika
District of Location	NYC CSD 5
Opening Month/Year	Fall 2012
Current Charter Term	July 1, 2019 – June 30, 2022
Current Maximum Approved Grade Levels/ Number of Students	K - Grade 5 / 465 students
Mission	<i>Global Community Charter School (GCCS) serves the communities of Harlem by providing students in grades K-5 with an education that is rigorous, inquiry-based, and that teaches students and their families to work successfully together across differences in language, culture, economic background, age, and nationality. Our school prepares students for admission to a challenging secondary education and to exhibit the courage and conviction to make a difference.</i>
Proposed Revisions	<ul style="list-style-type: none"> • To increase the current grade span to include Grade 6 through Grade 8 from the school’s current grade span of kindergarten through Grade 5 • To increase authorized enrollment from 465 students to 645 students beginning in year two of the school’s current charter term and phased in gradually thereafter • Amend a Key Design Element to reflect the instructional strategies to be employed in the middle school

In September 2011, the Board of Regents approved and chartered Global Community Charter School (GCCS). As a result of the school’s inadequate progress made during its first charter term, the Board of Regents granted GCCS a short-term renewal of two years in January 2017. Over the course of its second charter term, GCCS made significant gains in academic outcomes for all students as well as subgroup populations; these gains have continued to increase over the current charter term. Between 2016-2017 and 2017-2018, GCCS made several changes to strengthen the school’s leadership, governance, and academic program. Since then, under the guidance of a new instructional leader and a veteran co-leader, the school’s overall academic performance in ELA and math has notably increased. In the 2018-2019 school year, all students, along with the three subgroup populations at GCCS, outperformed both NYC CSD 5 and the NYS average in ELA and math, with the differentials between the school and NYC CSD 5 ranging from 16 and 30 percentage points.

In August 2017, GCCS earned certification as an International Baccalaureate (IB) World School, which requires, in part, that the school displays evidence of a rigorous, inquiry-based program. GCCS uses the Primary Years Programme (PYP) framework. The school’s curriculum aligns PYP’s transdisciplinary inquiry units with the New York State Learning Standards (NYSLS). These transdisciplinary units use multiple disciplines, such as the arts, science, history, and character education, to explore specific topics. In addition to encountering multiple disciplines within their study of core content areas, GCCS’s students have the opportunity to attend stand-alone art, dance, music, Spanish, science, physical education, and library classes. The school has both push-in and pull-out instruction, as mandated, for its English language

learners (ELLs)/multilingual learners (MLLs) and students with disabilities (SWDs). The SWD population is also supported by the presence of two teachers in every classroom, designated integrated co-teaching classrooms that include one SPED certified teacher, and the extensive use of small-group instruction across all classrooms. In addition to the intervention programs that take place during the school day, GCCS also offers intervention programs afterschool, on Saturdays, and during the school's summer program. GCCS has a positive, proactive approach to behavior management and provides a safe and nurturing environment. A sense of compassion, respect, independence, and personal responsibility is fostered both in the classrooms and throughout the school. Teachers are trained in the Responsive Classroom method, and character education is integrated throughout the school's curriculum. As an extension of its culturally responsive approach to teaching and learning, GCCS promotes a relationship of trust and respect with the families it serves. The school invites parents to workshops, weekly teacher office hours, open house, and parent-teacher conferences. In all of its communication and interaction with families, GCCS ensures that they are able to fully engage and have the opportunity to participate using their native language.

The school's trustees request that the Board of Regents approve a material revision to the school's charter to allow the school to increase its current grade span to include Grades 6-8. To align with the school's elementary curriculum, GCCS's middle school curriculum will follow the Middle Years Programme (MYP), which builds from the PYP. Currently, there are no public middle school options that offer an IB program in upper Manhattan. Consistent with the school's current program and mission, GCCS's middle school program will be inquiry-based, student-centered, and will facilitate real world connections. Both the PYP and MYP aim to "develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect."¹ In alignment with the IB MYP, the school's proposed middle school program will include:

- Instruction in language and literature (ELA), mathematics, science, individuals and societies (social studies);
- Language acquisition (foreign language): GCCS offers Spanish for elementary grades. This will continue in middle school, and the school will explore adding a second language option for middle school;
- Digital and/or Product Design;
- Visual and performing arts;
- Physical and health education; and
- A community service project in students' eighth-grade year.

Additionally, building upon their successful program in elementary school, the school plans to offer an advisory period for all middle school students, which will strengthen the school community and provide academic and social-emotional support by connecting students with a caring adult in a culturally-responsive milieu.

The school's trustees request that the Board of Regents also approve a material revision to the school's charter to allow the school to revise one of its Key Design Elements to reflect the instructional strategies to be employed as the school expands its grade span. The revision would replace the model of having "two teachers in each classroom" with the commitment to fostering a "professional learning community." The school notes that the substantial increase in student academic proficiency for all students, including the three subgroup populations, has been achieved through their flexible staffing model. While the school will continue to provide two teachers in Integrated Co-Teaching ICT classrooms, where mandated, a flexible staffing model will allow resources to be redirected as needed in order to

¹ <https://www.ibo.org/about-the-ib/mission/>

most effectively address students’ needs. In addition, the school’s focus on maintaining a “professional learning community” for their teachers prioritizes the provision of high-quality professional development and opportunities for collaborative data analysis and planning.

Table 2: Global Community Charter School Approved Enrollment for the Current Charter Term

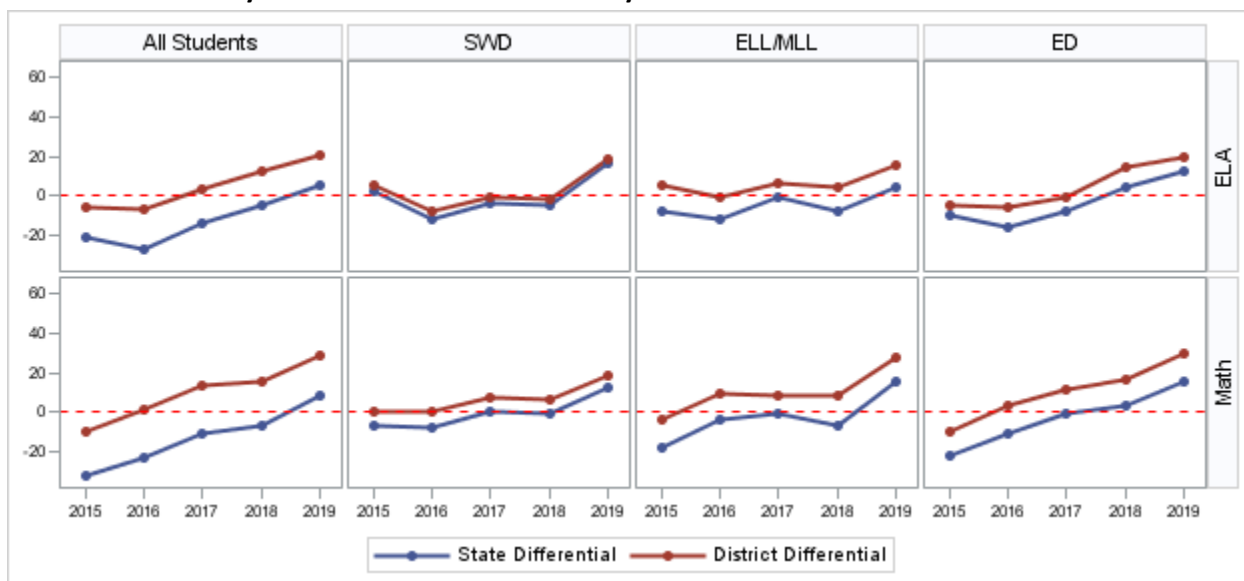
	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022
Grade Configuration	K-Grade 5	K-Grade 5	K-Grade 5
Total Approved Enrollment	465	465	465

***Table 3: Global Community Charter School Proposed Enrollment**

	Year 2 2020-2021	Year 3 2021-2022	2022-2023
Grade Configuration	K-Grade 6	K-Grade 7	K-Grade 8
Total Proposed Enrollment	525	585	645

*The proposed chart was submitted by Global Community Charter School. It is subject to change pending the final revision recommendation and approval by the Board of Regents.

**Figure 1: Global Community Charter School Academic Achievement
Elementary School Assessment Proficiency State and District Differentials Over Time**



**Table 4: Global Community Charter School Academic Achievement
Elementary School Assessment Proficiency Outcomes: Charter School, District and NYS**

		ELA					Math				
		Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS
All Students	2014-2015	10%	16%	-6	31%	-21	10%	20%	-10	42%	-32
	2015-2016	14%	21%	-7	41%	-27	21%	20%	+1	44%	-23
	2016-2017	26%	23%	+3	40%	-14	34%	21%	+13	45%	-11
	2017-2018	40%	28%	+12	45%	-5	42%	26%	+16	49%	-7
	2018-2019	51%	30%	+21	46%	+5	58%	29%	+29	50%	+8
SWD	2014-2015	11%	6%	+5	9%	+2	11%	11%	0	18%	-7
	2015-2016	0%	8%	-8	12%	-12	9%	9%	0	17%	-8
	2016-2017	8%	9%	-1	12%	-4	18%	11%	+7	18%	0
	2017-2018	13%	15%	-2	18%	-5	21%	15%	+6	22%	-1
	2018-2019	34%	15%	+19	17%	+17	34%	15%	+19	22%	+12
ELL/MLL	2014-2015	8%	3%	+5	16%	-8	8%	12%	-4	26%	-18
	2015-2016	7%	8%	-1	19%	-12	22%	13%	+9	26%	-4
	2016-2017	14%	8%	+6	15%	-1	22%	14%	+8	23%	-1
	2017-2018	20%	16%	+4	28%	-8	27%	19%	+8	34%	-7
	2018-2019	33%	17%	+16	29%	+4	52%	24%	+28	36%	+16
ED	2014-2015	11%	16%	-5	21%	-10	9%	19%	-10	31%	-22
	2015-2016	14%	20%	-6	30%	-16	22%	19%	+3	33%	-11
	2016-2017	21%	22%	-1	29%	-8	32%	21%	+11	33%	-1
	2017-2018	39%	25%	+14	35%	+4	41%	24%	+17	38%	+3
	2018-2019	48%	28%	+20	36%	+12	56%	26%	+30	40%	+16

Table 5: Global Community Charter School Demographics

	SWD			ELL/MLL			ED		
	Global Community CS	NYC CSD 5	Differential to District	Global Community CS	NYC CSD 5	Differential to District	Global Community CS	NYC CSD 5	Differential to District
2015-2016	22%	26%	-4	16%	15%	+1	82%	90%	-8
2016-2017	23%	28%	-5	17%	14%	+3	68%	91%	-23
2017-2018	22%	31%	-9	19%	15%	+4	92%	91%	+1
2018-2019	22%	31%	-9	19%	14%	+5	89%	91%	-2

Compared to District of Location

Summary of Public Comment

The required public hearing was held by the New York City Department of Education with the New York State Charter School Office on Monday, January 27, 2020. 58 people attended, and 31 people spoke. 28 were in favor of the revision and 3 were opposed.

Growing Up Green Charter School II

Table 1: School Summary

Name of Charter School	Growing Up Green Charter School II
Board Chair	Jeff Mueller
District of Location	NYC CSD 28
Opening Month/Year	Fall 2016
Current Charter Term	July 1, 2016 – June 30, 2021
Current Maximum Approved Grade Levels/ Number of Students	K - Grade 5/ 504 students
Mission	<i>The Growing Up Green Charter School II empowers children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of GUGCS II will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future.</i>
Proposed Revisions	<ul style="list-style-type: none"> • To increase the current grade span to include Grade 6 through Grade 8 from the school’s current grade span of kindergarten through Grade 5 • To increase authorized enrollment from 504 students to 812 students beginning in the 2020-2021 school year and phased in gradually thereafter

In December 2015, the Board of Regents approved and chartered Growing Up Green Charter School II (GUGCS II). The school is focused on developing a GREEN approach to learning and school culture. The acronym GREEN stands for: Giving Back (Giving back to others and our community), Respect (Respect adults, friends and the community), Embrace (Embrace differences of those around you), Empower (Empower yourself to make good choices), and Nurture (Nurture those around you with kindness). GUGCS II is modeled after Growing Up Green Charter School, a K- Grade 8 school located in Long Island City that was founded in 2009. GUGCS II, located in the culturally and economically diverse NYC CSD 28, serves a student population that reflects the demographics of the schools which reside south of the Grand Central Parkway (GCP). These schools serve more learners who are considered at-risk than do those north of the GCP and also experience more overcrowding. Since the school opened in the fall of 2016, GUGCS II has served a larger percentage of students with disabilities (SWDs) and students who are economically disadvantaged (ED) than NYC CSD 28. The number of English language learners (ELLs)/multilingual learners (MLLs), which is slightly below that of NYC CSD 28, has increased each year since 2016. According to NYSED data, SWDs and ELLs/MLLs at GUGCS II outperformed both NYC CSD 28 and the state on the ELA and math state tests in 2018-2019.

The academic program at GUGCS II includes an interdisciplinary project-based learning approach as well as direct instruction. The school’s math curriculum is based on Envision Math and Technology Education Research Centers (TERC) Investigations, combined with problem-solving strategies developed through Math in the City. In ELA, instruction includes specific mini-lessons, individualized strategy groups, guided reading groups, and differentiated rotations of word study and independent practice. In order to support the academic needs of all students, the school utilizes Integrated Co-Teaching (ICT) classes and a tiered intervention system. For its SWD population, GUGCS II provides both push-in and pull-out services. The school employs the Sheltered Instruction Observation Protocol (SIOP) model to support ELLs/MLLs inside and outside of the classroom. GUGCS II structures teachers’ schedules to allow for planning and promotes flexibility of instruction by practicing the six models of co-teaching. The school consistently uses data, administering assessments every six weeks as part of its “Looking Forwards/Looking Back” data collection and review, and adjusts the academic program in response to student needs.

The school’s commitment to providing “Hands-On Learning in the Local Environment” is implemented, in part, through regular field trips in and around the community and artist residencies. GUGCS II has a strong focus on school culture and climate and has enhanced its restorative justice practices; the school also incorporates mindfulness training for students throughout the school day. Finally, GUGCS II not only promotes a welcoming and affirming environment for students, but also for their families by providing opportunities for them to participate as active members of the school community through such events as monthly coffee time with the school leader and assistant school leader and Saturday “Family Days.”

GUGCS II is requesting an expansion through Grade 8 in order to continue to provide a sense of community, stability, and security for its students, allowing them to persist in their academic growth and social-emotional development. Since the students who started attending the school in 2016-2017 as second graders will be entering sixth grade next year, the school is hoping to provide this continued educational experience for them beginning next fall.

Table 2: Growing Up Green Charter School II Approved Enrollment for the Current Charter Term

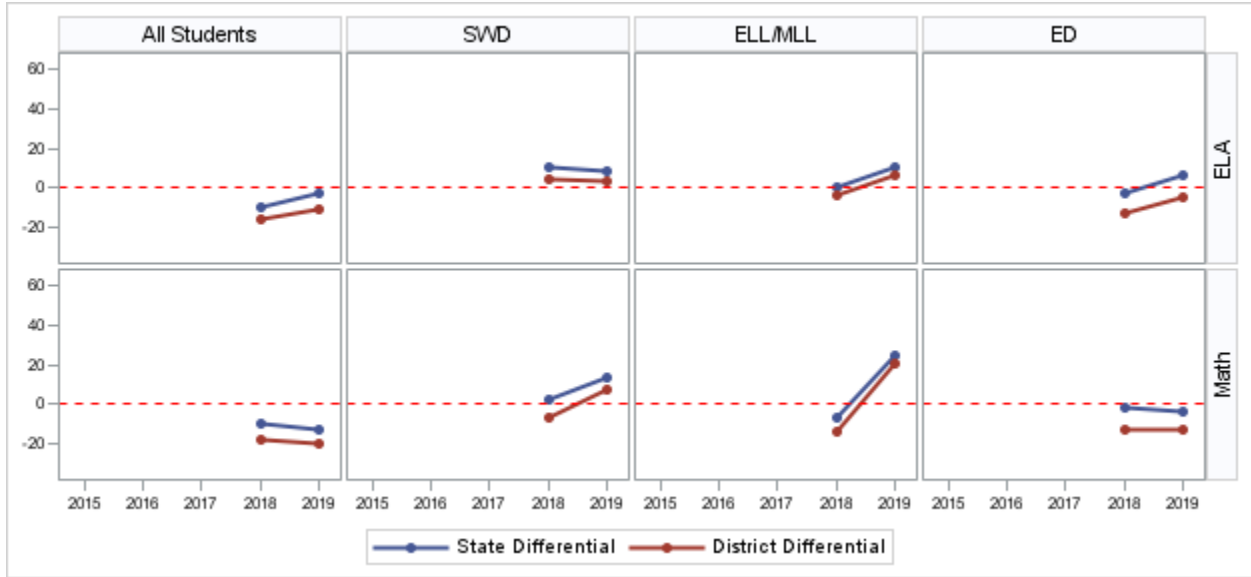
	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	Year 5 2020-2021
Grade Configuration	K-Grade 2	K-Grade 3	K-Grade 4	K-Grade 5	K-Grade 5
Total Approved Enrollment	186	249	353	431	504

***Table 3: Growing Up Green Charter School II Proposed Enrollment**

	Year 5 2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Grade Configuration	K-Grade 6	K-Grade 7	K-Grade 8	K-Grade 8	K-Grade 8	K-Grade 8	K-Grade 8
Total Proposed Enrollment	542	624	697	721	748	784	812

*The proposed chart was submitted by Growing Up Green Charter School II. It is subject to change pending the final revision recommendation and approval by the Board of Regents and spans into the school’s next charter term.

**Figure 1: Growing Up Green Charter School II Academic Achievement
Elementary School Assessment Proficiency State and District Differentials Over Time**



**Table 4: Growing Up Green Charter School II Academic Achievement
Elementary School Assessment Proficiency Outcomes: Charter School, District and NYS**

The majority of students attending GUGCS II reside in NYC CSD 28, the school’s district of location. The half of this community school district that lies south of the Grand Central Parkway, where GUGCS II is located and draws students from, is significantly more disadvantaged and has generally lower academic outcomes when compared to the northern half of the district.

		ELA					Math				
		Growing Up Green CS II	NYC CSD 28	Differential to District	NYS	Differential to NYS	Growing Up Green CS II	NYC CSD 28	Differential to District	NYS	Differential to NYS
All Students	2017-2018	41%	57%	-16	51%	-10	44%	62%	-18	54%	-10
	2018-2019	47%	58%	-11	50%	-3	39%	59%	-20	52%	-13
SWD	2017-2018	33%	29%	+4	23%	+10	30%	37%	-7	28%	+2
	2018-2019	28%	25%	+3	20%	+8	37%	30%	+7	24%	+13
ELL/MLL	2017-2018	33%	37%	-4	33%	0	33%	47%	-14	40%	-7
	2018-2019	43%	37%	+6	33%	+10	64%	43%	+21	39%	+25
ED	2017-2018	37%	50%	-13	40%	-3	41%	54%	-13	43%	-2
	2018-2019	46%	51%	-5	40%	+6	38%	51%	-13	42%	-4

**Table 5: Growing Up Green Charter School II Demographics
Compared to District of Location**

	SWD			ELL/MLL			ED		
	Growing Up Green CS II	NYC CSD 28	Differential to District	Growing Up Green CS II	NYC CSD 28	Differential to District	Growing Up Green CS II	NYC CSD 28	Differential to District
2016-2017	26%	18%	+8	10%	17%	-7	78%	63%	15
2017-2018	22%	18%	+4	13%	18%	-5	81%	68%	+13
2018-2019	22%	18%	+4	14%	19%	-5	79%	67%	+12

Summary of Public Comment

The required public hearing was held by the New York City Department of Education with the New York State Charter School Office on Tuesday, January 28, 2020. No people attended, and no people spoke.